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ABSTRACT

This study analyzes the implementation, structure, and institutionalization of the Women's Studies program at Towson State University (Maryland), as well as the individual teaching and learning experiences of those involved. The study is based on 30 interviews with students, faculty, and administrators and analysis of university documents and data. The history of Towson State University is briefly reviewed, focusing on environmental elements supportive and nonsupportive of women. Issues of safety, sexual harassment, and sexual discrimination are discussed. The activities of the Women's Center, the Women's Forum, Women in Science Enhancement, and the Institute for Teaching and Research on Women are described. The history of the Women's Studies Program is detailed from its beginnings in the early 1970s. Topics covered include development of the curriculum, characteristics of the participating students, outcomes of their participation in the program, and contradictions and ambivalence felt by the women's studies faculty. The study also discusses Curriculum Transformation projects, which had the goal of changing the whole offering of higher education courses in regard to their content, methodology, didactics, and scholarly approach, to achieve a pluralistic, interdisciplinary analysis based on the categories of sex, class, and race. A copy of a faculty questionnaire is appended. (Contains 33 endnotes.) (JDD)

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ED 379 993

THE WOMEN'S STUDIES PROGRAM

AND THE

CURRICULUM TRANSFORMATION PROJECTS

AT

TOWSON STATE UNIVERSITY

Dr. Rita Kurth
Oldenburg, Germany
February, 1995

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INTRODUCTION AND METHODOLOGY

This study is based in part on the author's doctoral dissertation, "Women's Studies und Curriculum Transformation in den USA--Perspektiven fur das Bundesdeutsche Hochschulwesen?" ["Women's Studies and Curriculum Transformation in the USA--Perspectives for the University System in the Federal Republic of Germany?"] which was accepted at the Carl von Ossietzky Universität Oldenburg and published in Germany by Centaurus Publishers. The purpose of the study was to analyze the history of the implementation, structure, and institutionalization of a well established Women's Studies program at a university as well as the individual teaching and learning experiences of those involved. Of equal interest were the projects resulting from the Towson State University Women's Program for curriculum transformation.

Towson State University in Towson, Maryland was chosen for the study because of its experience in the field of Women's Studies as well as for its work in curriculum transformation. As a state supported university with an enrollment drawn largely from the middle class population of Maryland, it could better be compared to the newer German universities than to an elite American private university or a woman's college. However, this descriptive analysis of the program at Towson State cannot and should not be taken as typical for American higher education. That would not be realistic considering the diversity of college and university programs in the United States. There was also no intention to transfer the Women's Studies Program and curriculum transformation identically into German universities but rather to study the program and explore possible models and aspects such as institutionalization.

The choice of this Women's Studies program was fostered by an exchange program which had been in existence for several years between the Carl von Ossietzky Universität Oldenburg and Towson State University. Two previous short official visits by the author had established positive contacts with faculty and administrators.

Much of the material for this study was gathered during a three month research visit to Towson State from March to June, 1991. Interviews were conducted and tape recorded with Women's Studies faculty members, students and University administrators. Numerous conferences and meetings resulted in useful background information and many documents were collected on the origin, development and situation of the Women's Studies program. By attending

numerous Women's Studies classes insights into the teaching and learning experience became clearer. The author received a great deal of organizational support and encountered much openness in the interviews and meetings.

Although eleven students (one of whom was male) were interviewed, the total number of student subjects was not as large as desired for several reasons. A major problem was that the interviews were held late in the semester when final examinations were being held and students had little time. Those who did come for interviews expressed for the most part positive learning experiences in the Women's Studies introductory classes. Although the author's interest in talking to students who had had bad experiences in Women's Studies was also announced and anonymity and confidentiality assured, no such students came forward. No doubt skepticism about intentions, disinterest and lack of familiarity with a foreign, temporarily resident researcher also played a part in the small number of student interviews.

To get a more detailed picture of the learning experiences of the students, the written student evaluations which some of the Women's Studies faculty members hand out in their classes for students to fill out were analyzed. These were course-specific evaluations intended to provide internal information for the Women's Studies Program, rather than the official, standardized faculty evaluation questionnaires, the results of which were placed in the faculty member's promotion and tenure files. Student completion of these course-specific evaluation forms was voluntary, meaning that not all questions were answered. The author's request to see the written student evaluations for eight of the courses had to be approved by each faculty member. Only four approved the request, further limiting the information on the student learning experience.

In preparation for the interviews with faculty and administrators, a list of questions was devised to provide a flexible, methodical framework which could be adjusted to a specific aspect of the program, the peculiarities of the field and the respective respondent. The questions were based on the results of previous interviews conducted by the author at Towson State in spring, 1990. [1] These interviews had revealed that:

- the Women's Studies Program at Towson State University is seen by the faculty members interviewed above all as an offering of academic courses with feminist contents;

- the role of feminist pedagogy is not given much significance;
- there is a greater potential of faculty interest in Women's Studies, but this is not being effectively integrated by the Women's Studies program;
- support from the institution exists but is not sufficient in some areas;
- expansion into an independent department is viewed with "mixed feelings";
- female faculty interviewed felt their situation as women within the University's teaching and research operations was predominately positive;
- today's generation of female students view Women's Studies with more skepticism and less euphoria than students in the 1960s and 1970s did.

With these preliminary hypotheses some additional questions were added to the interviews concerning the:

- history of the Women's Studies Program at Towson State
- organization and structure of the program
- goals and future plans
- personal teaching and learning experiences in Women's Studies
- development of curriculum transformation
- situation of the American feminist movement
- relevance of Women's Studies for the German university system
- institutionalization of the Women's Center and the Institute for Teaching and Research on Women at Towson State University
- history and situation of Towson State University, as well as its position in the University of Maryland System

With the list of questions on these topics thirty interviews were conducted during the author's visit. Many responses are quoted in the text and all are documented in their entire length on audio tapes. Towson State University documents and data from the University's Office of Institutional Research were also used. Some additional information collected after June 1991 is also incorporated to provide a more up-to date history of the program.

THE ENVIRONMENT FOR WOMEN ON THE TOWSON STATE CAMPUS

At the same time that a system of public education was introduced in Maryland in 1865, a law was passed establishing a State Normal School which was to be the first teacher training institution in the state. This State Normal School opened in 1866 with eleven students and four professors (2 female, 2 male). In 1935 the institution which had moved from Baltimore to a campus just north of the city was renamed the Towson State Teachers College when it became a four-year degree granting school. During the administration of Mary Theresa Wiedefeld (1938-1947) an arts and sciences program was begun in 1946. The preparation of teachers continued to be the focal point of the curriculum but the additional courses for undergraduates led to a new name, Towson State College, in 1963. In 1958 a Master of Education degree program for elementary teachers was begun with sixty-seven students enrolled. With the introduction of various other graduate programs the name Towson State University was justified and approved by the state legislature in 1976.

In 1988 the two systems of public higher education in Maryland were merged and Towson State University became part of the eleven member University of Maryland System. Although Towson State University's enrollment makes it the second largest institution in the system, it consistently ranks among the lowest in per capita support of all the public universities in Maryland.

In keeping with its classification as a comprehensive university with its emphasis on undergraduate and Master's level education, "Towson State is committed to providing comprehensive opportunities for undergraduate and graduate education and offers a variety of programs in the traditional arts and sciences and in specialized professional fields."[2] Undergraduates can choose from over forty majors as well as numerous minors and concentrations leading to a Bachelor of Arts, Bachelor of Fine Arts in Dance or a Bachelor of Science degree. Graduate students can earn a master's degree in 22 programs of education, arts, science, music, and humanities.[3]

Enrollment at Towson State University has been stable for the last decade and in the 1990 fall semester, 15,034 students were enrolled at Towson State, 90% were undergraduates and 10% were graduates. 73% of the undergraduates were full-time students while 83% of the graduate students attended part-time. Women were highly represented in the student body. 59% of the undergraduates and 78% of the graduate students were female.[4] Most of the students were Maryland residents (87.5% of the undergraduates) who came from the Baltimore region. Many of them commuted to the campus. The majority of students come from middle class families and, as a rule, are second college-generation in their family. Minority enrollment in 1990 was 7.7%.

Table 1: The Distribution of Bachelor Degrees by College/School at Towson State University in 1986 and 1990.

	Female		Male	
	1986	1990	1986	1990
Liberal Arts	227	329	136	217
Natural Sciences	85	78	93	98
Education	122	304	5	13
Fine Arts & Communication	164	225	103	159
Business & Economics	311	382	335	438
Health & Physical Educ.	161	200	16	45

This distribution shows that gender-specific choice of fields of study are the rule, the relatively high number of female students in the Department of Business and Economics not withstanding.

"The strength of Towson faculty is in its teaching. The University's reputation locally and nationally is primarily that of a good teaching institution, rather than as a research university. The maintenance of small class sizes and a tradition that requires all faculty, including most full professors, to teach introductory courses, has enhanced the school's popularity among students."[5]

The teaching faculty are well qualified. Nearly 80% of the full time faculty have earned the highest degree of academic preparation expected in their departments.

Comparative data for Maryland's public institutions of higher education show that women are well represented on the faculty. In 1989 the percentage of women in faculty ranks in Maryland's four year state colleges and universities was:

Full professors	12%
Associate professors	25%
Assistant professors	40% [6]

At Towson State University the percentage distribution by rank was:

Full professors	19.8%
Associate professors	35.4%
Assistant professors	42.6%
Instructors	57.5%
Lecturers	48.5%

In 1990 about 41% of the 907 faculty members were female. However, despite the better percentages compared to other Maryland public institutions of higher learning, the saying "The higher the rank, the fewer the women" also held true for Towson State.

Of the 907 faculty members at Towson State approximately 44% are part-time, the majority of which are in the lower ranks of the professorate. All 383 lecturers are employed part time. Although the disadvantages of part-time employment which offers no health or retirement benefits to the individual and makes the integrations of the instructor more difficult in the academic program, the use of part-time employment as a device to cope with insufficient budgets was acknowledged by President Hoke Smith in a fall, 1990 speech to the faculty when the economic recession in the United States drastically cut state budgets and support for higher education:

> "...this will involve reducing the number of state positions and increasing part-time and contractual employees until we have restored an appropriate balance between our personnel and support budgets. Although I regret the increasing use of contractual and part-time personnel and faculty, it is the only way we can achieve an appropriate balance between personnel and support budgets unless state

> appropriations for support increase. We will keep working toward that goal, but the outlook for the next two years is not optimistic."[7]

Indeed the 6% budget cut experienced that year and further budget cuts in the following years had implications for hiring in the Women's Studies program, caused class sizes to become larger, and increased tuition.

To ensure the University's goal "of equal access and opportunity for education and employment for all" several written principles were adopted and institutionalized. "The Plan for Equal Education and Equal Employment," "The Affirmative Action Plan," "The Plan for Desegregation and the "Policy on Sexual Harassment" the University Fair Practices Committee and the Office of Affirmative Action are all involved with questions which could especially affect women and minorities.

Towson State University often refers to itself as an institution where women find support and encouragement and can fully utilize their potential during their studies. To support this claim the Women's Studies Program, the Women's Center and the Institute for Teaching and Research on Women are highlighted as evidence of an atmosphere supportive of women studying. However, within the University there are occasional lapses in other university units from the ideal of "women-friendliness" such as the May 8, 1991 advertisement in The Baltimore Sun which tried to recruit new students with the words:

> "We will teach you to equate like Albert Einstein, manage like Lee Iacocca and shoot like Ansel Adams."

The offending text was immediately protested by a member of the Women's Studies program who wrote:

> "This sends a message to potential women students, as well as our present students who see the ad, that this school is not for them--rather bizarre considering that women continue to be a large majority of students here. If this isn't a 'making invisible,' I don't know what it is".[8]

The University's efforts to prevent violence against women on campus is of greatest importance in creating a positive climate for women. During the period of study, March to June 1991, two women were attacked on the university campus; before that two women were raped. The University administration responded by setting up a shuttle bus and mini-van "Night Time

Escort Service" run by the Campus Police. Illumination of the campus was improved and security in the dormitories was increased. More campus telephones were also installed. Concern for physical safety was an important issue for female staff when the Governor of Maryland responded in part to state revenue shortfalls by mandating a 40 hour work week for all state employees instead of the previous 36 and 1/2 hours. The University noted that the safety of female employees who stayed alone early in the morning or late in the evening was very difficult to guarantee.

Another concern was the problem of discrimination against women on campus. To ascertain the extent of perceived or actual discrimination the author distributed a questionnaire to all (102) female faculty of the Towson State University College of Liberal Arts in March, 1990 which asked about individual experiences with this problem. (APPENDIX A. Questions 11-13) These questions referred not only to areas where structural discrimination against women could take place (in the campus media, within a subject field, in relation to the implementation of affirmative action guidelines, within the informal academic network), but also to the respondent's direct, personal experience with discriminating practices in her immediate work situation. These practices range from the use of sexist language, sexual harassment to derogatory attitudes towards feminist research and teaching. In addition, these faculty members were asked to give their overall assessment of the "climate" for women at Towson State University. The tabulations of results of this part of the questionnaire indicated that:

* The respondents generally saw the climate for women at Towson State University as supportive. According to the faculty members questioned, the situation had improved in recent years. However, sexual harassment and discrimination were also reported. The women stated that they encountered stereotyped behavior more often than open discrimination. (However, we have to bear in mind that the former is only a more subtle kind of discrimination that is insidious and thus more difficult to locate and change.) On the whole, the survey showed that the extent to which women were discriminated against varied from department to department.

* While faculty clearly exonerate their own department(s) of any possible structural discrimination against women, they were more uncertain about such areas that concern the whole institution. The statements made it obvious that the campus media is rated more negatively than the implementation of affirmative action rules. There was no clear consensus on the question about women's access to the information academic network.

* Although the part-time faculty gave lower ratings for institutional conditions, they rated the overall climate for women at Towson State University positively.

* The questions addressing personal experience with discriminating practices was, on the whole, answered with "never" or "sometimes" much more frequently than "often" or "I have observed it." The fact that more entries in the last two categories were recorded among faculty members active in Women's Studies suggested that they were more often exposed to discriminating practices and/or that they recognized discriminating behavior more often for what it was.

* Information from all faculty ranks suggests that a female full professor does not experience less discrimination than a female instructor/lecturer. The relative position of power that a female full professor has apparently does not mean greater protection against discrimination. However, it may give more of a reason to restrict, exclude or place her at a disadvantage because she presents a threat to the patriarchal university system.[9]

In response to the argument that it is likely that female full professors experience more discrimination the longer they have spent at the University, it can also be said that their longer tenure and relatively successful integration into the academic system as opposed to shorter period of instructors' experience can also bring about a certain insensitivity/indifference.

Table 2: Personal Experience of Female Faculty Members at TSU With Discriminatory Practices (% of Responses).

	Never	Sometimes	Often	Personally Observed
Women's Studies Faculty Members	20	38	16	17
Other	89	73	16	15

Diagram 1: Areas of possible institutional discrimination at TSU (number of entries)

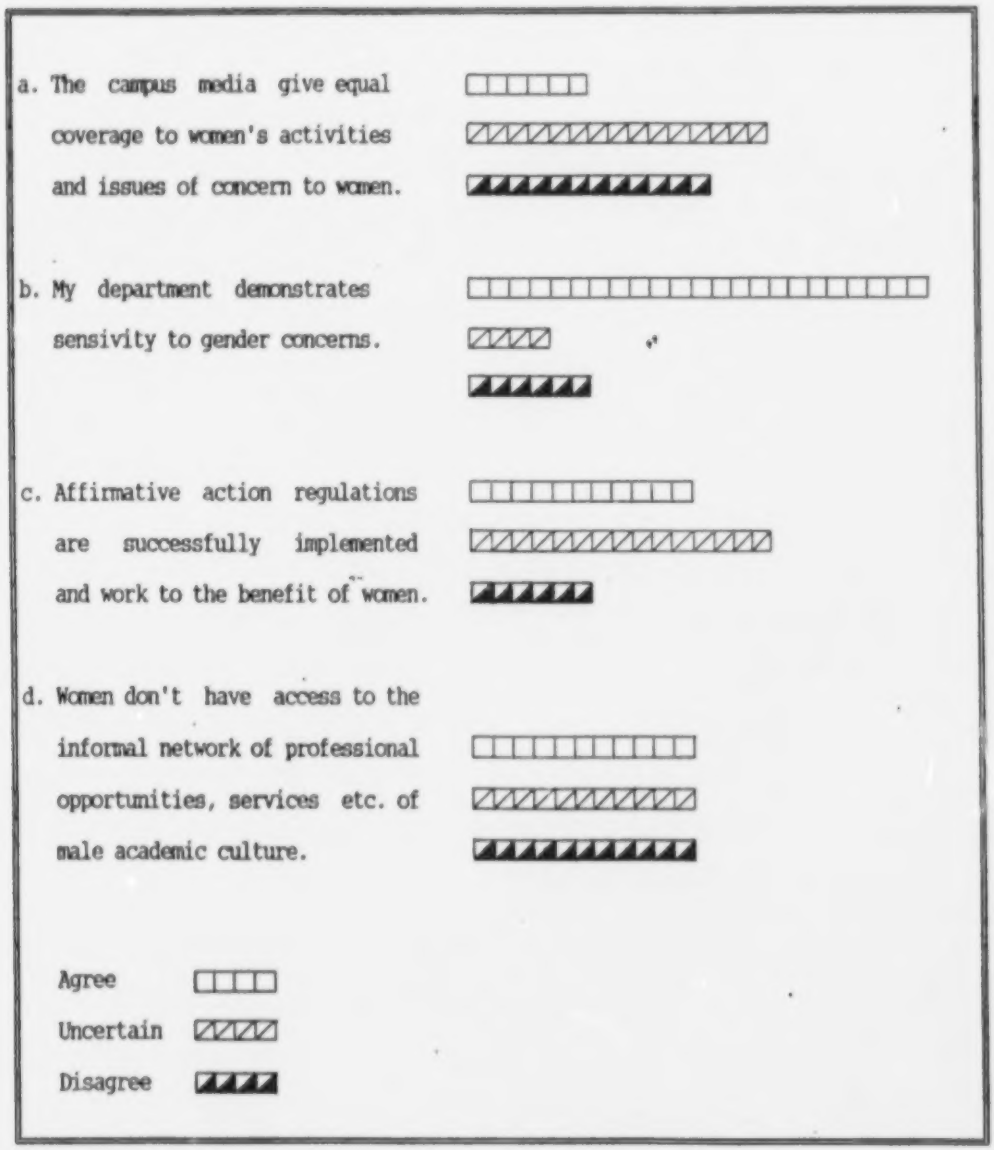
a. The campus media give equal coverage to women's activities and issues of concern to women.
b. My department demonstrates sensivity to gender concerns.
c. Affirmative action regulations are successfully implemented and work to the benefit of women.
d. Women don't have access to the informal network of professional opportunities, services etc. of male academic culture.
Agree
Uncertain
Disagree

Table 3: Discrimination Against TSU Women Within Faculty Ranks (% of Responses).

	Never	Sometimes	Often	Personally Observed
Female professors	28	46	15	6
Contractual faculty	54	17	5	20

When Dr. Annette Ezell, who was the Affirmative Action Officer in 1990/1991, was asked about factual findings of discrimination against women at the University she stated:

> "All in all I think it's a fairly safe and pleasant working environment. I do believe though, that there are areas in which the discrimination has been so severe.... that many women have tolerated it in departments for a long time and have simply learned how to cope with it."

The Affirmative Action Office receives about 15 complaints a year about discriminating practices. The approach for handling these complaints is informal. When documenting the cases, the names of those concerned and all further information are treated confidentially. Dr. Ezell said:

> "I believe that it is a more civil way to try and deal with problems and it is another way for me to emphasize to the organization: 'You must deal with your problems at a local level'...And I must insist that they do their job and that they, as department chair or director, take care of their personnel problems ... discrimination is not one that would be tolerated."

This course of action corresponds with Dr. Ezell's view that an Affirmative Action Officer alone cannot improve the situation for women at colleges and universities. In her view, the purpose of that position is to sensitize employees and to insist on responsible actions from the administration of an institution. With her strategy of "putting it back where the problems are" she hoped to achieve not only an improvement of conditions for the working and studying women at Towson State University but to change the way those in authority think and deal with people. Dr. Ezell rated the adoption of the Policy on Sexual Harassment which the faculty especially supported as one success of her strategy. However she expressed disappointment in the female faculty's lack of motivation to stand up for their own concerns and criticized the University administration for not following up on their words about affirmative action with concrete deeds. In reference to hiring new faculty she said:

> "The figures are just the same as they were before, in fact they are worse. They are not worse with women but they are worse with minorities. We did not hire one black person last year."

Renewed efforts on the part of the University Administration and Towson State's Task Force on Faculty Diversification improved this picture. Of the 32 faculty hired for the 1994/95 year, 21 are women, 6 are African American and 5 are Asian. Two new chairpersons are also African Americans.

The concerns and interests of women at Towson State University are represented by different organizations and units. These are The Women's Center, The Women's Forum, Women in Science Enhancement, and the Institute for Teaching and Research on Women.

The Women's Center

In existence on the Towson State University campus since 1972, the Women Center is the second oldest academic Women's Center in the U.S. It was started by students and Women's Studies faculty members. Originally activities were organized and managed by the Women's Center Board which was made up of faculty and students and daily staffing was done by students. Administratively the Women's Center was part of the Student Services Division of the University because it was a service facility for students.

During 1990, the present director of the Women's Center, Leah Schofield, was hired and the managing Board was converted into an Advisory Board. Because the Board was not very active and the Center had no secretary, the work of the Center was done by Ms Schofield, her then assistant, Meg Nugent and several student assistants. The Women's Center survives on less than 50% of the usual financing for Women's Centers at other universities. In spite of its modest staffing and budget, the Women's Center developed into a multi-purpose facility and has taken on numerous

tasks and functions:

- The Center ran a small library with books, magazines and other informational materials specific to women. Most of these materials were gifts and some were not available elsewhere on campus. For a time a newspaper clipping file was maintained. Because of staff cuts and poor budgets for staffing in the Women's Center, in 1993 most of the book collection was transferred to the University Library.

- The main area of the Center is a large, comfortable lounge which is open to all who wish to drop in to work, rest, eat, converse, or drink coffee. Since the work desk of the Director and her assistants are also in the lounge it is easy for the visitors to the Center to make contact or get information.

- The lounge also serves as an event room for the numerous programs held at the Women's Center. Films are shown, workshops conducted and readings, discussions and lectures are held. All of the events are open to the public and free of charge. The Center is unable to pay outside speakers but it does allow lawyers or doctors, for example, to hand out their business cards when they speak to solicit potential clients. Some programs are organized jointly with other University units such as the Health Center, the Career Center, and the Counseling Center to use in-house talent. Program topics included Women and Alcohol, Contraceptives of the 1990's, Preventing Pregnancy and Protecting against Aids, International Abuse of Women and Cultural Relativism, Women in the Military, Divorce Law and Violence Against Women, Feminist Storytelling and Women Writers. Although the programs are mostly informative in character, the organizers try not to neglect the feminist standpoint on these subjects. Some care must be given to choosing programs in fairness to presenting several sides of controversial issues. As part of a state-supported institution the Women's Center does not officially advocate any positions or beliefs.

Another important activity of the Women's Center which makes it well known and promotes its good reputation is that of providing information and referral. Many inquiries, predominately phone calls, come to the Center from all over the Baltimore metropolitan area asking for information or advice. If the staff of the Women's Center cannot help directly, they refer the inquirer to individuals, groups, or institutions that do deal with those problems. There are constraints on the kinds of information the staff can disseminate.

A growing proportion of the University's enrollment comes from older women who begin their studies or complete them after raising a family or working immediately after graduation from high school. A scholarship from the Charlotte W. Newcombe Foundation is available for these women and the selection for the award of this scholarship is done by the Director of the Women's Center.

Although it was easy to develop goals and activities for the Women's Center when it was begun in the 1970's, now the questions guiding the programs and outreach are: "What do students want? What do we need to do?" The generation of female students has changed and other groups

and units on campus are now dealing with problems that previously were only addressed in the Women's Center. The Director, Leah Schofield, has focused on some possible topics on which to concentrate the programming, such as Women and Leadership, Women in the Legal System and Women in Science. The extent and depth of the new directions will largely be determined by creativity with very limited resources.

During the first years of the Women's Center's existence there was a close relationship between it and the academic program of Women's Studies. As previously mentioned, it was the Women's Studies faculty that initiated the establishment of a center for women and it was they who determined the goals and activities of the Center by their membership on the Women's Center Board. After a director was hired it was possible for the Center to become more autonomous and to take on a new dynamic. Today, both the Center and the academic program work hand in hand. The Women's Studies faculty hand out the Center's program announcements in their classes and urge their students to attend the events. The Center on the other hand helps students obtain resources for their classes and offers programs which complement themes studied in Women's Studies courses.

Meg Nugent, who majored in Women's Studies and also worked in the Women's Center, described the special relationship this way:

> "...when you are learning feminism, basically the very foundations of everything you believe in that's traditional is being shaken..."

Strong feelings result with this realization. Sorrow, frustration, anger and joy belong to the learning process in Women's Studies, but often there is no time or place in the courses themselves to work out these emotions. Meg and her fellow students met at the Women's Center for this purpose.

> "...[we would] go through the emotional process of having a community of women, fellow learners. And this Women's Center gave us a space to be and to do that in. And that's a really important connection...between Women's Centers and Women's Studies that only the students would ever think of."

The UMS Women's Forum

In April 1990, the female faculty members and employees within all parts of the University of Maryland System united into an interest group and founded the Women's Forum. This organization regards itself as the voice of the women working in the multi-campus system. Its purpose is to support and advocate women's concerns such as the opposition to the reestablishment of the 40 hour work week. It publishes a newsletter documenting the most important activities of the Forum. Just six months after its establishment, the Women's Forum members organized a conference entitled, "Hearing Our Own Voices," which brought women from all parts of the University of Maryland System together for discussions of various subjects.

The Towson State University Women's Forum

In addition to the state-wide organization of women in the University of Maryland System, the establishment of local campus Forums was also advocated to help women be more effective on the individual campuses of the University of Maryland System. Towson immediately organized it's own Forum with a Chairwoman and several committees with clearly defined objectives. Funding became an immediate concern because state and University resources could not be used for such things as stationary and mailings. One of the first fundraising activities was intended to provide basic financial needs for the organization as well as to provide funds for a scholarship. The fact that this first money raising project was a fashion show in a large department store in Towson did not go unnoticed. One feminist was reminded of bake sales held by women's groups which for her was the symbol of inadequate financial support for women's organizations and at the same time gender-specific role modeling.

> "A number of people spoke up and said, 'Why don't we have a bake sale?' When I heard that, I nearly screamed!...that has been so symbolic for the Women's Liberation Movement--the idea of women having bake sales in order to raise funds for things they are interested in....The idea in earlier days was that it would be a great day when the U.S. Navy has to have a bake sale to buy a battleship and we would have as much money as we need for day care centers!...that's what bake sales mean to me."

Since that fashion show which did raise money for scholarship funds, the Towson State Women's Forum has also raised funds by sponsoring a Theater Evening for a play that was about

women quilting and an auction conducted by the Provost of the University and a local female television personality.

Women in Science Enhancement (WISE)

Through the initiative of the female faculty members in the College of Natural and Mathematical Sciences at Towson State University, the work group, Women in Science Enhancement, was founded in the spring of 1991. WISE made its goals the improvement of the situation for female students in the College of Natural and Mathematical Sciences, the reduction of women drop-outs from the science programs, and the recruitment of women into the field of mathematical and natural sciences. The members of WISE, female faculty members in the sciences, discussed the first steps to achieving these goals: a brochure to draw attention to the fields of biology, chemistry, physics, computer science and mathematics, information on scholarships, a female mentor program, and programs and events on "Women in the Sciences". The following tables reflecting the situation of women faculty and students in the sciences was prepared from data collected from the Institute for Teaching and Research on Women.

Table 4: Percentage of Female Faculty Members in the College of Natural and Mathematical Sciences at TSU According to Department.

Biology	29%
Chemistry	8%
Computer Science	21%
Mathematics	18%
Physics	20%
College Total	20%

Table 5: The Retention in Percentages of Female Students in the College of Natural and Mathematical Sciences during 4 Years of Study, 1987-1990 According to Department.[10]

	1st yr	2nd yr	3rd yr	4th yr	Total
Biology	58.6	59.0	58.3	58.3	58.5
Chemistry	62.2	38.5	32.8	34.9	40.5
Computer Sci.	28.6	33.8	28.3	33.6	31.9
Mathematics	50.0	60.1	49.2	51.6	52.2
Physics	13.9	4.9	5.1	7.9	9.1
Geology	31.0	42.1	47.9	41.1	47.2
College Total	54.9	44.2	40.6	53.3	47.7

Whether the goals of WISE can be realized depends on continued administrative support from the Dean of the College, attitudinal change on the part of the faculty in the college and financial support.

Institute for Teaching and Research on Women (ITROW)

Established in the fall, 1990 the Institute for Teaching and Research on Women was also conceived and brought to fruition by

the leadership of the Women's Studies faculty and the Dean of the College of Liberal Arts. The process of establishing ITROW was not a simple undertaking and it was done when the University's budget cuts were at their worst. According to Towson State policy several requirements had to be fulfilled in order to establish and operate an institute or center which uses University resources such as personnel, facilities, supplies and equipment. A prospectus describing the rationale and need for the center, a mission statement, information on personnel and space, a list of academic departments involved with the center, three-year budgets, and start up and long range activities had to be prepared for the appropriate Vice President who may than had seek approval from the President of the University. The rationale that won the day was that the success of the Women's Studies Program had been advantageous to the University and the establishment of an institute concerned with the development of research on women and

curriculum transformation would also distinguish Towson State University. The Institute could be a manifestation of the University's "support for women" and it could also bring in research grants. Therefore it was agreed that the Institute would be created and that it's purposes would be to promote:

* Research on women
* Curriculum integration of scholarship on women
* Public education on women's issues

The Institute provides advisory service on the subject of curriculum transformation for other educational institutions and its activities as the clearing house for curriculum transformation issues will be described in a later chapter. It develops research projects on women in cooperation with the faculty at Towson State University and other feminist scholars. Recent projects include a cross-national comparison of the effects of economic development on women's labor force participation, evaluation of a treatment program for domestic violence offenders, and development of diagnostic tools regarding multicultural education. ITROW also sponsors and participates in seminars, conferences and workshops related to women. One joint venture was a conference, "Women's Studies im internationalen Vergleich" ["Women's Studies--An International Comparison"], held at Oldenburg, Germany in June, 1993. [11]

It is characteristic of the units and interest groups for women described above that they are anchored within the University and enjoy legitimacy on campus. Their institutionalization also provides visibility and facilitates acting on a formal level. The leadership of these groups does not experience disadvantages such as stronger direction from the University or restrictions on their activities. They proceed pragmatically both in the foundation as well as in the execution of their tasks and they seldom get entangled in discussions on theoretical principles. Participation at meetings is not a troublesome necessity that takes up free time, but is integrated into the work day which means that the meetings usually take place during the day. The TSU Women's Forum meets at noon so that it is not a problem for non-academic employees to take part: lunches can be brought and additional driving time is unnecessary. Likewise the events in the Women's Center are not held at night when potential participants would have to drive in, hire a babysitter or would be too tired after a day of work or classes.

The goal directed approach, the pragmatism, the high degree of institutionalization and the effort to create the greatest acceptance and friendliness to participants are the four most important characteristics of these units and interest groups. They are certainly decisive factors in the success they have achieved at Towson State University so far and will be in the future.

HISTORY OF THE WOMEN'S STUDIES PROGRAM AT TOWSON STATE UNIVERSITY

Although a booklet prepared for the twentieth anniversary of the Women's Studies Program at Towson State has a few pages on "How it Happened",[12] there is no published history of the Women's Studies Program at Towson State University because the faculty who established it have lacked the time to write one. The following chronology is based on first-hand accounts from participants and Towson State University documents. Several circumstances led to the origin of one of the oldest Women's Studies Programs in the United States at Towson State. In 1971 feminism had entered American national consciousness through the media and the "woman's question" also became important on the campus. The first course at Towson State to deal exclusively with women was given by Professor Fred Rivers in the History Department in 1971. Under the special topic of Biographical Studies of Americans, he offered "Biographies of Women." The need for a child care center, a Women's Center and the disparity between the salaries of male and female faculty became issues which a group of women faculty and students brought to President James Fisher. Together with other interested groups a newly founded "Committee on the Status of Women" of the Faculty Association committed itself to improving salaries, hiring and working conditions of women at the University. It collected data to document the necessity for change and tried to sensitize the administration, faculty and students to the concerns of women.

The result of the Faculty Association Committee's work was the "First Annual Report on the Status of Women" (1972) which documented the fact that female faculty members received lower salaries than their male counterparts and were not promoted as quickly. Although the administration admitted it had not previously collected such data and disputed some of the specific conclusions of the report,[13] salary equity adjustments were begun.

A Women's Studies Committee was appointed in 1972 by the Academic Dean, Kenneth Shaw, to plan Women's Studies courses and develop grant proposals to fund the courses and a program. Two faculty members, Professor Elaine Hedges and Professor Sara Coulter who had been appointed co-chairs of the Women's Studies Committee began a grant proposal for the

creation of a Women's Studies program from the U.S. National Endowment of the Humanities. The proposal was for the development of a core curriculum of three interdisciplinary courses in Women's Studies. In addition six summer faculty stipends for the development of departmental courses and funds for support personnel and equipment were incorporated into the grant proposal. Although the grant was not funded, it was of decisive importance for the establishment of the program because the ideas that went into the proposal were indeed the framework of the future academic program. The grant application was equally important because it started the dialogue with the University administration about feasibility and costs and allowed other faculty members to "buy in" to a program with specific goals and content .

Not only was the national sociopolitical situation favorable for the creation of a Women's Studies Program but conditions at the Towson State College (as it was then known) allowed the initiators freedom to plan. The College administration was made up of young, ambitious administrators who had been selected President and Dean only three years before. Departmental course offerings were expanding and the institution was open to new educational opportunities. Professor Elaine Hedges explained some of the reasons for the positive attitude of the University administration toward Women 's Studies:

> " . . . We were able to go to them and say, ' This is a whole new scholarly development in higher education... Princeton, Yale, the University of California at Berkeley and the University of Wisconsin at Madison already have these courses.' There was enough data at the end of two or three years of the first efforts to show that highly regarded institutions were responding. Also at that time because of two other efforts--the recognition that we did need a Women's Center and the recognition that women faculty had been ignored and were being underpaid--there was a climate of opinion that encouraged the Administration to take this seriously. So they did. [There was also] my status as a person who had a national reputation as a scholar. At the time we were starting the program here I had been elected chair of the Commission on the Status of Women for the Modern Language Association. Towson [had to] recognize that this was a pretty important position and that I was going to have my office for that Commission here...So all of those circumstances let them say 'Okay, this sounds as if you are going to contribute something important to the curriculum. Go ahead.' And we did."

The Women's Studies Committee was made up of students and faculty and had the task of coordinating the efforts to develop Women's Studies courses as well as determining what

further measures were needed to help represent women more appropriately in the curriculum. In addition the Committee also sought outside funding for the development of Women's Studies since only a very small budget was available for books, travel and student assistant help. The Women's Studies work was coordinated by Professor Hedges and Professor Coulter who both had release time from the English Department for this new program. A small office was set up and a female student hired as a part-time secretary.

From the start, the initiators advocated that Women's Studies was essentially interdisciplinary in nature and had to draw from traditional subjects. An independent department was not planned. This was justified by the practical, economic circumstances of the times as well as the goals of Women's Studies. However, this meant that courses could only be offered if faculty in various departments were available and willing to teach them and that the individual academic departments had to approve and go through the institutional process of adding them the departmental curriculum. Offering courses in a discipline was attractive because it not only expanded the breadth of Women's Studies but reached students studying in that discipline with a new point of view. At the same time the core Women's Studies courses outlined in the National Endowment for the Humanities proposal were being developed. These were "Women in Perspective," "Women in Art and Literature," and "Women in Society."

In the 1972-1973 fall semester three Women's Studies courses were offered in the English and Philosophy Departments. They were "The Image of Woman in American Literature" by Elaine Hedges, "The Idea of Woman in Philosophy" by Jo-Ann Pilardi and "The Southern Woman of Letters" by George Friedman. The Women's Center was opened on the campus. The 1972/73 Report of the Faculty Association Committee on the Status of Women at Towson State University could acknowledge the following other positive actions in relation to women on the campus: a small child care facility in operation, the AAUP nepotism statement endorsed by the administration, maternity leave recognized as equivalent to any other disability leave, a committee to write an Affirmative Action plan formed and a woman Associate Dean.

In 1974 the Women's Studies Committee proposal to establish a Women's Studies concentration in the General Studies major was approved. With that, the institutionalization of the Women's Studies Program was complete.

What was originally called General Studies and today is known as Interdisciplinary Studies is a program in the College of Liberal Arts which offers students a degree based on courses which are taken in several departments rather than a traditional major. The students could chose a prescribed concentration such as American Studies, Asian Studies, Medieval and Renaissance Studies, etc. or devise their own study program with approval. Once Women's Studies became a concentration in General Studies, it was possible for students to earn a bachelors degree with a concentration in Women's Studies. In 1974 the first Affirmative Action Officer, Annette Chappell, was appointed to the University's administration.

In 1974/1975 "On Our Minds: A Women's Newsletter" for the campus listing announcements, course listings, recent books in the library, reports from conferences and poetry began publication to keep the Towson State community aware and informed on women's issues.

In 1976 a minor in General Studies with a concentration in Women's Studies was approved.

The following years brought heightened interest in the feminist academic courses with increasing enrollments by highly motivated students. Professor Jo-Ann Pilardi remembered:

> "...the first time I offered my first Women's Studies course it was canceled because there were not enough students. But the next time there were enough students, and by 1972 or 1973, the courses that were offered--and there wasn't a lot of them, but those that were offered-were getting a good response from students. I can remember having 35 students in a course that I called then 'The Idea of Women in Philosophy'--it is now called 'Concepts of Women'. I had the students sit in a circle, ...a very big circle. And--since I have always been somewhat involved in left wing politics--there were some left wing male students there. On the second day they were sitting right by the front at the end of the circle...on the first day they had been sitting in other places. I asked them why they changed their seats, and one of them said: 'We are really scared, we want to be closer to you. We feel we need to be somewhat protected.' They were scared by the radicalness of the women, the feminists in particular. I said to them, 'Good! Maybe it good that you feel scared.' Especially given their progressive politics I think it was good for them to see themselves in a somewhat different light. It was very exciting during the early and mid 70s..."

In 1982 Towson State University was listed among the top three public, coeducational higher educational institutions out of 582 colleges and universities in Everywoman's Guide to

Schools and Universities: An Educational Project of the Feminist Press edited by Florence Howe, Suzanne Howard, and Mary Jo Boehm Strauss (Old Westbury, NY: Feminist Press, 1982) because of its Women's Studies Program and the progress the University had made "toward establishing a 'healthy' educational environment for women." More Women's Studies courses were added to the program and the University administration remained supportive. It was also helpful that an advocate of Women's Studies, Annette Chappell, became Dean of the College of Liberal Arts.

In 1983 the Women's Studies Program received $251,813 from the federal Fund For The Improvement of Secondary Education (FIPSE) to carry out a three year project in the field of curriculum transformation involving 75 faculty from 13 disciplines. After the successful completion of this project, further funding was made available by FIPSE in 1986 for dissemination of the results of the curriculum transformation project and 1988 for collaboration between Towson State and five Maryland community colleges on two year curriculum transformation project. In many respects the FIPSE grants validated and recognized the feminist research and scholarship both on the campus and off and materially aided a program with a pitifully small budget. Among other things a professional secretary could be hired. Although the University administration had been generally supportive of the program, it was undeniable that these grants were the external validation that "put Towson on the map."

The approval of some of the Women's Studies courses as "General University Requirements" (GURs) was an additional deliberate strategy for expanding the program. The General University Requirements at Towson State University were devised to provide students with a liberal education. Certain courses in groupings of Required Skills, Fine and Performing Arts, Humanities, Natural and Mathematical Sciences, Social and Behavioral Sciences are required for graduation regardless of major.

Increased student enrollment in Women's Studies courses that were also GUR's created interest in the major for some students. It also made feminist scholarship more visible to students and it gave the Women's Studies faculty the chance to confront a much larger group of students with feminist ideas. This was not always as satisfying as teaching a class that had enrolled just for the sake of learning the material. Professor Pilardi describes the experience this way:

"...Nobody is required to take 'Women in Perspective' or 'Women, Work and

> Family' but they [fulfill a Humanities requirement so students] sign up for these courses. Many of the students are not students we would have ever seen...When I ask students in my class they will say; 'Well, I needed something for that GUR and it sounded interesting--a course on women. So, I thought it would be good for me to take. Then they get in and realize that the course is having a profound effect on them, that it is raising very deep issues about things that are, I guess, threatening or extremely important and they did not expect that..."

Faculty found that in contrast to the early years when both students and faculty worked at shared learning, the enrollment in the Women's Studies courses that also are GURs was likely to be by students some of whom are enthusiastic, some indifferent and some who are openly hostile. As the 1980's ended it was clear to the faculty that many young women students mistakenly believed that all the problems had been solved fifteen or twenty years ago and they did not need to learn about them. The idea that the problems had not been solved and that their confidence was dangerously misplaced had to be taught. More care had to be used because students were suspicious of feminists.

In 1989, the annual National Women's Studies Association Conference was held at Towson State University which further added prestige to the Women's Studies Program and visibility to the University.

When the Institute for Teaching and Research on Women (ITROW) was established in the fall of 1990, it was the result of the foundation and continuous development of feminist scholarship and teaching at Towson State.

In the spring 1991 the Women's Studies Program coordinators submitted a proposal for a major in Women's Studies to the Curriculum Committee of the College of Liberal Arts, the University Curriculum Committee and the University Senate. Instead of the Interdisciplinary Studies degree which did not specifically state Women's Studies on diplomas, students had expressed a desire for a degree in Women's Studies as a free standing major. The proposal stated that although this would be a change from a concentration to a major there were no substantive changes within the program itself. The move to a free standing major was seen on campus as an affirmation of the importance of Women's Studies scholarship and carried support from the Women's Studies programs in nearby colleges and universities. By 1993 the proposal passed the University of Maryland System and the State Board for Higher Education approval processes.

This chronological listing of the successful evolution of the program should not obscure the daily problems and decisions necessary to running such a program, the skepticism of some faculty or students, or the effort, energy and work load of the coordinators and individual faculty in developing a major in Women's Studies.

Institutionalization confers an academic legitimacy upon the program that it would not have had as a loosely anchored set of courses scattered in various departments. When asked about the ties between the academic program and the ideals of the Feminist Movement, Professor Pilardi commented:

> "...for myself, one of the real problems with the Program was that it was part of the institution of TSU and therefore it followed some of the structures of the University: committees with chairs, hierarchy and responsibility and that sort of thing. And as much as people tried for a kind of democratic tone, it was hard to achieve it...Although we were aware of the problems with the system--[the Program] was working within the system and somewhat mimicking the system."

Some ambivalence towards the Women's Studies Program was also felt by those faculty members who were or still are more active in regional feminist groups. In those groups structure is only relatively predetermined, individuals can have more influence on the projects and activities and greater effort is spent on considering the concerns and practical problems of women in the population. There are no direct links between the Women's Studies Program and feminist groups outside the University. Thus there are no direct manifestations of the Program's influence on social reform. Although the many faculty of the Program see their teaching as a kind of social activism trying to open students' minds, they also expressed hope that the political climate of the United States would change to be more accepting of feminist political agendas. But this raises the question of how sociopolitical change can be brought about by groups or movements who analyze and hope rather than act to cause social or political change.

THE CURRICULUM

The first Women's Studies program in the United States was formally approved in 1970 at San Diego State University. By 1977, when the National Women's Studies Association was founded, there were 276 program in the United States. Like Women's Studies programs at other universities, the program at Towson State grew rapidly because it met urgent campus political and intellectual needs and because its founders took advantage of existing institutional frameworks and structures. The most useful models for the proposed program were the other concentrations in the (General) Interdisciplinary Studies major. However, the Women's Studies faculty has never been entirely free to design a program or curricula without making compromises. One of their goals was to provide a sequence of coherently interrelated interdisciplinary courses; a concomitant goal was to disperse feminist thought and action in other fields. Therefore the program had to be built from two types of curricular building blocks.

The core courses began with three interdisciplinary courses, "Women in Perspective," "Women in Art and Literature," and "Women in Society." The major in Women's Studies consists now of 30 hours: 12 hours in a core curriculum of four interdisciplinary courses; "Women in Perspective" or the "Honors Seminar: Women in Perspective," "Women, Work and Family," "Women's Culture and Creativity," and "Feminism," and a minimum of 18 hours selected from other Women's Studies courses. The inclusion of a least one course on minority women or multicultural issues is strongly recommended, as is an internship. The contents of these courses assume the central concept of gender as a social construction and the authority of female experience in feminist theory. The courses emphasize race, ethnicity, nationality, class, age and sexual identity as categories of analysis. Gender is experienced from within this complex matrix. While the authority of women's experience is emphasized, the myths of objectivity and value-free analysis are critiqued and the ideological nature of all experience, theories and interpretations are discussed.

The 1990/1991 Towson State University Undergraduate Catalog lists under the Women's Studies concentration within the Interdisciplinary Studies major 36 courses, 13 of which carried

the HEGIS Code for Women's Studies. The rest were course offerings in the departments of Art, Economics/Political Science, Education, English, Health Sciences, History, Modern Languages, Music, Philosophy, Sport, Psychology, Sociology/Anthropology, Mass Communications and Theater Arts. Only some of these courses were offered regularly because of student interest, individual faculty members commitments and academic department needs. In the field of Education, Music and Health Sciences listed courses had not been offered in several semesters. During the spring semester, 1991 the following courses were offered and they represent the variety and breadth of courses offered each semester:

"Women in Perspective"

Nine sections of this introductory course in the Women's Study Program were offered. This course also fulfills a General University Requirement. The content of the course dealt with the American Feminist Movement, the behavior and attitudes of society towards women in the past and present, and female experience in life. Specific topics discussed in class included female employment, marriage, motherhood, education, health, sexuality, class, race and reproductive technology. The main focus is determined by each individual faculty member who is also responsible for the selection of course readings.

"Women, Work and Family"

This course can also be counted as a General University Requirement. It analyzed female employment from an interdisciplinary perspective emphasizing historical as well as intercultural aspects, i.e. the effect of industrialization and paid and unpaid labor in contemporary society.

"Women's Words, Women's Lives"

A writing course in which students not only examine how women write biographical or autobiographical texts, but also bring their own analyses and descriptions of female experience into text form. Sexist language and how to overcome it is also treated.

"Feminism"

A theory course which examines the meaning of feminism and analyses the systematic use of feminist ideas to achieve political, social and economic equality.

"Women Writers"

An English Department course which deals with the development of the female literature

tradition in the works of British and American female authors of the 19th and 20th century (i.e. Austen, Cather, Woolf and Lessing).

"World Literature Written in English: Selected Indian, African and Caribbean Novels by Women"

An English Department course which introduces students to the most well-known female Indian, African and Caribbean novelists who have written in English. The novels all have female central characters and illustrate themes such as age, class, ethnic affiliation and historical contexts. Authors from former British colonies illustrate the clash of cultures in these societies before and after independence and the impact of this clash on the lives of women.

Historical Themes: Life Histories of African Women

A History Department course which deals with the life stories and biographies of African women. Along with theoretical texts for the interpretation of female experience in life students read the autobiography of a woman who came from one of the ruling families in 19th century Zanzibar, various shorter stories of the lives of African women and a book that features the dialogue between a young, black African woman and an older British woman.

History of American Women

A History Department course which examines the economic, social and political activities of women in America since 1600 with special consideration given to the issues of race, class, ethnicity, relation and regionality. The development and change of the division of sex roles within American culture is also discussed.

Special Topics in Political Science: Women and the Law

A Political Science course which investigates the questions: What are women's legal rights? What forms of legal discrimination still exist against women today? Topics such as marriage and divorce, reproductive rights, education, employment, credit, sex discrimination in criminal law and the constitutional status of women are considered.

Gender Identity in Transition

A Psychology Department seminar which examines the psychological consequences that result when the definitions of femininity, masculinity and personhood are changed. Recent theories of gender identity formation, androgyny and sex role transcendence are presented.

All of these courses except the introductory course "Women in Perspective" and "History of Women in America" are upper division courses. Students who chose the concentration in Women's Studies in 1990 were required to take the four core (3 credit) courses, "Women in Perspective," "Women's Culture and Creativity," "Women, Work, and Family" and "Feminism". In addition students had to complete a minimum of 18 additional credits from the departmental courses which were also approved for the Women's Study program. Twelve of those credits had to be taken at the upper division course level. A total of 45 upper division credits including the Women's Studies courses was required for the Interdisciplinary Studies major. Like the other Interdisciplinary Studies concentrations/the program was designed to let the students tailor a course of study to their own needs and interests. Students had to consult with a Women's Study faculty advisor to plan their program. The 1994-95 Towson State University Catalog with Women's Studies a free standing major now--no longer an Interdisciplinary Studies concentration--lists basically the same requirements and a few more courses. The "Honors Seminar: Women in Perspective" was added to give serious students a seminar climate for their focused discussions which would be more intensive. The Internship provides field placement for students in public or private agencies or organizations working on projects which serve women.

One function of the Women's Studies Committee is to encourage and help in the development of departmental courses in Women's Studies. But it has no authority over those courses except to determine whether they can or cannot be used to fulfill the requirements of the major. Just as in the other academic departments there is also a Women's Studies curriculum committee that is responsible for proposing courses for the program and seeking approval from the college and university curriculum committees to offer them. At present the "guidelines" for accepting a course for the program seem to be that the content must be taught from a feminist perspective and that it be focused on women. However, the recent interest in gender issues raises problems of definition. Is a course more gender oriented than woman oriented? A trend among some American universities to set up Gender Studies instead of Women's Studies programs is seen at Towson State University as a rebuff to concrete interest in feminist ideas.

THE STUDENTS OF THE WOMEN'S STUDIES PROGRAM

Students enrolling in Women's Studies classes can generally be divided into two groups: those who already have an interest in subjects specific to women who want to major or minor in the program and those who enroll because of a discipline specific interest or to fulfill a "General University Requirement".

Students majoring and minoring in Women's Studies are described by faculty members as "already motivated by feminism" and more politically interested than the average student. They are ready to work on women's issues and to engage in the concerns of women.

Meg Nugent who was the Assistant Director of the Women's Center at Towson State and a part-time student between 1981-1988 who earned her degree with honors said she was one of those students who already had strong feminist awareness when she began taking Women's Studies classes. She describes her studies as "inspiring, depressing, exhilarating" with some seminars having the effect on students like "kids let loose in a candy store" where euphoria about "new" material and the "new" knowledge predominated. In other courses more negative feelings were set free. For her the most positive aspect of the program was the interdisciplinary aspect which allowed her to put the necessary connections together to get a complete picture of what women were capable of and the oppression of women in different areas. Her most negative feeling was that she constantly had to defend her desire to get a degree in Women's Studies and explain and justify what the program was about. Even in Women's Studies classes, Meg had to deal with incomprehension:

> "...Sometimes you feel very defensive and you want to reject the material. Then sometimes it is very annoying because you already know that the material is true but other students in the class who are just beginning to learn or who have not been exposed [to the issue] before reject it...It was like reinventing the wheel over and over again. They would need explanations of how women got the vote...or they did not understand issues like violence toward women and you would have to hear it over and over again because people are so resistant to this material unless they come in with a strong feminist consciousness. Most people--I'm not just talking about men, I'm talking about women too--want to reject it because it too upsetting. So it is frustrating to have to keep defending...and hearing the teacher defending

the body of knowledge that you are studying...and also have to defend it to the rest of the world."

The influence of Women's Studies on the later careers and personal lives of students as well as the attitudes of employers toward a degree in the field of Women's Studies was the subject of a study made by former female Women's Studies students at Towson in the spring of 1989.[14] With the question, "Is There Life After Women's Studies?" seventy majors and minors in the Towson State Women's Study Program who graduated between 1977 and 1989 were surveyed by questionnaire. Informal telephone inquiries were also conducted with 100 employers in various professions. The results of the surveys were presented at a workshop given at the 11th National Conference of the National Women's Studies Association. The survey of the graduates which had a 50% response rate indicated the following:

* More than half of the respondents (57.1%) stated that they wanted to continue their education (graduate or professional school) after graduation or had done so; having graduated in Women's Studies was viewed by 38.5% as having been beneficial when applying for graduate school. None of the graduates felt that they were handicapped by having graduated in Women's Studies; the rest of the respondents (61.5%) stated that as Women's Studies graduates they had been treated the same as all the other applicants.

* The areas of their personal lives which were most influenced by the Women's Studies Program were their political views, relationships with family members and their own sense of self worth. In their work life they were influenced by their consciousness of sexual discrimination and sexual harassment.

* 72.7% of the respondents saw a direct relationship between their education in Women's Studies and their current employment.

* 66.7% of the respondents reported that they were engaged in women's issues outside their work.

* 81.8% of the program graduates would choose Women's Studies again but several suggested that the program could be improved with practical training or experiences.

The telephone survey of over 100 employers in the Baltimore area asked how they would evaluate a degree in Women's Studies on an application. Only a third of those questioned were willing to explain their procedures for hiring on the phone.

* Half of these employers considered a degree in Women's Studies as beneficial for an occupation in their professional field. The other half stated that they did not differentiate between Women's Studies and other liberal arts degrees on applications or they were not certain how they should evaluate a degree in Women's Studies.

* While some employers expressed reservations about Women's Studies (i.e. Women's Studies graduates "cannot work in male teams"), others were convinced of the advantages of such an education because the graduates would be more open minded and knowledgeable about the needs of female customers.

One conclusion that can be drawn from these surveys is that the importance of Women's Studies on the personal characteristics and occupation related skills of the graduates is more visible to the graduates of the program themselves than to employers or graduate schools. However, it is useful to know that the traditional hallmarks of a good liberal arts education--critical and analytical reasoning, oral and written communication skills, and appreciation of diverse fields of knowledge are associated with Women's Studies.

During interviews with various Women's Study faculty at Towson State, they expressed their personal objectives in the courses they teach. Students should:

- learn to understand themselves better; to become aware of their personal self
- recognize that they are not "guilty" personally if they, for example, cannot successfully take care of their family and work at the same time
- be confronted with the history of women be put in a position to be able to lead a productive and ethically worthwhile life
- acknowledge the female world of experience, especially its diversity
- become aware of the inequality of women's and men's situation in society
- learn to use methods to analyze the status of women in society
- react to gender role assignments and resist them
- include the aspects of race, class and ethnicity in their analysis
- learn from each other--especially the younger from older students and from their experiences in life

- develop a "healthy mistrust" toward those who are generally accepted as experts (i.e. medicine)

Faculty see the immediate need to improve reading and writing skills with the introductory, required course, "Women in Perspective." They teach methods of text analysis and work on fundamentals in this course in order to provide a foundation on which to build. Another teaching goal in "Women in Perspective" that several faculty members mentioned is consciousness raising. Students should realize that the content of the course can be related to their lives and they should allow this relationship to happen. Consequently the goals for the introductory courses in Women's Studies are basic analytical reading, writing and speaking skills and consciousness raising. The consciousness raising "experiment" works for some students and not for others.

Each year about 1000 students take one of the introductory Women's Studies courses. Most enroll to fulfill a General University Requirement and do not go on to take any advanced Women's Studies courses. Some think it interesting and good "to hear something about women for a change," others rate the courses as "a bunch of radical feminists who get female students up against men."

However, for some female students the introductory courses do fulfill the faculty's goals and do influence their further studies and their private lives. The following statements made in interviews and departmental evaluations by students in the Women's Studies courses "Women in Perspective", "Women, Work and Family" and "Women's Word, Women's Lives" indicate the changes that the courses had made for them personally:

> "I don't see 'women's libbers' as fanatics any more. I understand more about the cause."
>
> "I think I am more sympathetic to women's issues, whereas before I was not really interested...it considerably altered my perception of all women." [From a male student]
>
> "I have become more aware of the struggle and feel confident about my abilities as a woman."
>
> "I used to perceive feminists as women who went on and on about the sob stories they have pertaining to women in the work force, etc. I now have a clearer view

of the different arguments."

"I watch TV differently now; I see a commercial and see the unconscious message that it gives."

"I walked away with more sensitivity and understanding." [From a male student]

"Being in the class made me proud to be a woman."

"This course showed me that I can do something to change the situation--even if it's only bring up the issues in a discussion with friends and family."

"I expected this course to be a 'man-bashing' course. We never man-bashed. This course has helped me to understand men's sex roles, expectations, and limitations as much as women's."

"I was not aware of all the forces working in my life. Now things seem to make a little bit more sense. It is good to know that many women have similar experiences."

"It brought my attention to the struggle of women through the ages. There are many things that have affected women that I never realized or noticed."

"I thought many feminist movements were just too radical, but this course brought the issues down to earth."

"Before, I was afraid I was a feminist. Now it's not such a bad thing. It enlightened me to how patriarchal this society is and how things change very slowly, partly due to women upholding these stereotypes."

"I became more aware of the stereotypes of my sex, those that I fell into and those that I differed from. I realized decisions I made due to sex roles rather than personal expectations and learned to evaluate future behavior. I have a new and better understanding of society as a whole and its attitude toward women."

These statements show that the goals of the faculty have been met. There is increased knowledge of the history and current situation of women in society, understanding of patriarchal social structures, and an overcoming of prejudices about the feminist movement. The finding of self and self determination are rated by students as positive learning experiences. The influence of the courses on existing relationships the students have and their evaluation of the opposite sex

are also rated as crucial learning results by several of the students. But many of these learning experiences also have a "threatening" aspect for students. They recognize that their present values and standards are starting to crumble and that their perspective in life will change. As one student explained:

> "...when you see something and the rest of the world doesn't and you know that maybe not even in your life time will it be the way it should be, that's really frustrating, especially when you see your friends doing it. This class forced me to think about a lot of things that I don't want to think about yet...Part of me wishes I didn't take this class because I would almost rather be ignorant and happy than aware and know that there is very little that can be done about it."

Thus these introductory courses leave "unfinished business" for the students to work out individually. Some students manage to turn the threat of this knowledge into positive action, others may finish with the frustrating impression that "everything is awful" and nothing can be done about it.

The internal dynamics of these introductory classes also provide interesting insights. Carolyn M. Shrewsbury has developed the concept of community in which the course participants learning together is of foremost importance.[15] The size of the introductory Women's Studies courses which are sometimes as large as 35 students in this metropolitan university works against the idea of a "community of learners". Many students do not know each other and do not spend time together after class. There are also groups of students in these courses who negatively or positively influence the learning groups as a whole. These are the male students and the group of older students.

The presence of male students in some cases create problems getting a learning community started. Men cannot and would not be excluded from taking Women's Studies courses at Towson State University. Aside from the legal prohibitions, it would be a contradiction to the idea of feminism. The feminist movement is trying to fight sex segregation not create sex-segregated courses.

However, during an observation of a section of the "Women in Perspective" course it was clear to the author that the professor paid noticeably more attention to the male participants (approximately 7 of the 25-30 students) than to the female students.[16] Responses during class

discussion showed that the men not only doubted whatever the faculty member said but also the statistical material she presented. The few female students who participated in the discussion were more careful and hesitating in what they said. They began apologetically, "I don't know if this fits in..." When asked about this phenomenon the professor explained that she had consciously decided to pay more attention to the male students. She was not very happy about taking this route ("I can't believe what I'm doing"), but it seemed to her the only way to defuse the sex-specific dynamic in the course.

> "If I ignored them [the male students] things would get worse... The class is polarized in that the men immediately get defensive because they are not used to being a minority and they don't like the material. They take it personally. They have never thought about this before and they have very bad attitudes, so they get defensive...They want to disprove everything I say...If I don't [give more attention to the men], then this interesting dynamic occurs which is that the women rush in to defend the men against me--it is a combination of age and gender which is that I come across as the 'bad mother.' I am the 'nasty mom.' The women...defend the guys against the bad mother who is also a terrible feminist, a radical feminist..."

The sex-specific socialization of young women and men can clearly be seen in this dynamic. The men are aggressive and dominant in discussions, the women reserved and quiet. If the men get in trouble with the faculty member in class, the women intervene as the men's caretakers and keepers of the peace. Peer pressure also plays a part here. Members of the class will join in against the ones who are different--the faculty member or feminists. The pressures of belonging to a social group--students--is stronger than being a member of one sex or the other. A female

student in this course section related the following:

> "...the attitude of the class is to not like her [the faculty member]...'let's band together and not like her because she is mean and she makes us read a lot of papers and take a lot of quizzes.' I hate to say this, but I don't want to sit there and be the one [objecting], 'No, she doesn't. I like this class.'...because these people will see me on campus and look at me. That's a pretty weak answer and its a very wrong thing to do. I do speak up a lot...but it's really hard..."

The lack of community also makes it difficult for those students who find that the course does present ideas or inner emotions that they want to share. One female student in the course described

her feeling this way:

> "It pisses me off. I call my mom a lot of times to talk to her. It makes me mad...I met more and more people who are able to talk about this, who are more aware about what they are thinking and feeling. But there is still a vast majority of people on this campus who are just somewhere else and who are not ready to deal with it yet... I come out of [this Women's Studies] class and hear people say, 'What a bitch, that's bull shit', and it's not! We should be walking out of this class saying, 'Wow, that was really neat to talk about. Let's get together later and have lunch and keep talking about this'..."

Other female students--faithful to their caretaker roles--try to protect the feelings of the men in the course instead of demanding the opportunity to exchange their own thoughts and emotions. They develop strategies for integrating the men better into what is going on in the course. They put their interests--just as they have learned--after those of the men. As one said:

> "I think something that should be considered and is not, is how men react to Women's Studies because automatically they feel threatened. ...I really want to stress that. It's so important that they almost be carried through this because it's so hard. It's so hard to be exposed and sit down in that class, be surrounded by women who have had these things happen to them. Just being a man-I'm sure they feel blamed, they feel guilty, they feel bad, they feel threatened, it makes them feel pissed off, it makes them angry. And never once has [the faculty member] said to the men, 'How has this class made you feel?...has it made you feel angry, hurt, threatened, do you feel bad, what do you want to do about this?' I think it is so important because ... not all men are terrible. That's certainly not the message she is giving. But I think it's important to include and forgive men, because it's not the majority of men that are this way..."

The way the faculty members conducts the course is especially important for strengthening the self-confidence of female students in a mixed sex class. As role model she can convey a different picture of women to female students than a traditional family or advertising does. Because of the authority of her position she can also stem the torrent of words coming from individual male students and encourage the female student to actively contribute to discussions. In this context, Nancy Schniedewing successfully used "I-messages" which can help to give mutually positive or constructive-critical feedback to students.[17]

The other group of students that can play a decisive role in the learning group is the older students. These students who start or return to their studies after or while working or raising a

family characteristically take their education very seriously. They are more engaged and motivated to study than the younger undergraduates many of whom take for granted that their university education is partially or totally paid for by their parents. Many Women's Studies faculty are very enthusiastic about the evening courses which are attended mostly by older students who work during the day or have families to take care of:

> "The ones that do so much better are the older students...I taught only one section of older students. This was a year ago...the first time I taught ["Women in Perspective"] to an evening class. It was the best section of the course I have ever taught. It was just remarkable. And I told them at the end that it was a wonderful experience for me and they said it was a wonderful experience for them. I said, 'Boy, you people have really given me hope again in this course.' I was so depressed about that course, I can't tell you. But those people, the first time in class I said one thing, the hands would go up. They were three steps further down the road than I was, giving me examples of things of their own lives. And they were always like that...The students who have lived a little bit are not as defensive."

The younger students are characterized like this:

> "...these are 18, 19 and 20 year olds. The last thing they want you to do is force them to talk about gender roles. The longer I teach the more I realize that these are really just slightly older adolescents and they have that adolescent fear of being thrown on the spot, of being made a fool of. And 'don't ask me to talk about anything that might be embarrassing'. And so I think that the content of Women's Studies is a difficult one for them to handle. This is something a lot of Women's Studies instructors are coming to realize."

This difference was evident during the observation of two different sections of the course, "Women, Work and Family" a day course offered at Towson State University and an evening course held at the Johns Hopkins University both taught by the same instructor. The instructor of these two courses said that she much preferred teaching the evening class to the day class. She especially appreciated the fact that the older students related to one another and that their various backgrounds and ages brought a great variety of experience to the course work.

Most of the Towson State Women's Studies faculty welcome the participation of older students in the day classes. Their engagement and their personal life experiences can enrich the classes and motivate younger students to leadership and empowerment. But there is also a danger

that they will be stamped as outsiders and that they will slowly fall silent under this pressure. Another faculty member characterized the difficult situation of two older students in her "Women in Perspective" course:

> "Sometimes it only takes two or three interested students to generate interest among the others. They say things that are controversial and the other students will jump in. [But] this class is difficult because these students reject what those [older] women say, out of hand. I can see that on their faces...It is as though they say, 'They are like our mothers and we don't want to have that.'"

The liberal arts hallmarks of analyzing and interpreting information and weighing points of view become even more significant in the upper level courses when students must come to terms with "feminism". One faculty member observed that it is important for students to get to know feminist ideas in their diversity:

> "Part of my message is--especially in my upper level classes--that there is no monolithic feminism. That one can call oneself a feminist and hold diametrically different positions to another feminist. So, I very often will confront especially upper level students with two pieces by feminists that are absolutely opposite. Students should figure out what makes more sense to them. Part of that comes from my own sense of students, especially those who are serious about Women's Studies. They tend to come into Women's Studies thinking they have to become perfect feminists--whatever that means--and that they have to lead a perfect feminist life. So part of my politics in those courses is to let them know through the reading and more overtly through what I say that there is no such thing as pure feminist life."

TEACHING WOMEN'S STUDIES

As Culley (1985)[18] and other feminist pedagogues describe, the position of the feminist teacher is full of contradictions and ambivalence. How faculty see themselves in the learning process, how they evaluate their teaching experience in Women's Studies and how they define their relationship to students are interesting topics. Women's Studies faculty must deal with the difficulties involved with the usual academic teaching processes and also the problems of working in this discipline with its contents and objectives. The experiences of the Women's Studies faculty at Towson State partially illustrate how diverse the ambivalence in the teaching activity is and how the ambivalence can restrict the full achievement of the goals of the program. However, it should also be noted that despite some skeptical colleagues, limited support, and the assorted problems that feminism can add to teaching, all of the Towson Women's Studies faculty members who were interviewed rated the results of their work in Women's Studies as positive. They described their teaching and research activity as a "challenge" and experienced personal satisfaction from it. The possibility of being able to influence the personality and lives of students as well as being able to teach and research that which determines their own lives and their own consciousness is truly satisfying. As one remarked:

> "I feel very privileged to teach Women's Studies...I can teach my own politics...It keeps me on my toes, my anger remains on a very high pitch--that's what students are amazed at the most, how to maintain that level of anger without going crazy."

In interviews with the Women's Studies faculty and in other informal conversations with other professors the lack of motivation among students, the depoliticization of today's students, and the existing generational conflict was often lamented. These are difficulties with which all faculty in higher education are confronted but in Women's Studies which has a definite political goal they are of special importance.

> "...it's one of the frustrations of long-term teaching that one gets older and--one hopes wiser and reads more...and has more complicated ideas, but the students remain 19 years old. And...that general pattern is emphasized when, for instance, you are teaching a subject like Women's Studies with clear political implications in a time when the culture and politics of the students are becoming more and more

> conservative...The students still dream the "American Dream" and its hard for them to see that it [Women's Studies] applies to their lives."

The following teaching experiences of a Women's Studies faculty member should illustrate these problems. The faculty member is a lawyer by profession and teaches part-time at Towson State and at Goucher College in Towson. She sees an opportunity to deal with topics in her teaching that she does not have in the practice of law. Her legal education is an enhancement and enables her to bring her experience in law to the classroom. In spite of the fact that she is one of the younger colleagues in the Towson Women's Studies Program, she also mentioned the generational difference between faculty and students:

> "When I first started teaching this course I used to think that the students could relate to me--now I think that they think I am a dinosaur. I think it's very different, I really do. I think that it has changed in the five years that I have been teaching...I really felt in the beginning when I started teaching that they saw me as a role model. I was a professional woman, and I had a family, and I was teaching--and now I am a dinosaur. It's the reaction to some of the things that I say. What I say doesn't touch the buttons the way it used to. Their lives are very different...I think that they just think that I'm too old to really relate their own lives to my life...For me, in a sense it's generational. When I started teaching I was a young lawyer. The first semester I taught I was pregnant with my first child, and there was this sense of--I was more like an older-sister- type figure and now I am beyond that...I also think that it is a result of the fact that these kids grew up in the Reagan-era and they are just very narrow in their perspective."

The designation "kids" that many professors use for students, although common in every day speech, very clearly characterizes the gap that exists between the generation of the faculty members and that of the students. It also reflects a certain view about what education and experiences faculty members think students have. They are immature "children" who have not really lived in the world. They are the television generation who want to be entertained.

In one of the classes where there was more lecturing done by the faculty member than class discussion, the faculty member described her teaching style in the lower division courses as "entertaining":

> "...they are this video-generation. They are kids who have grown up with a Nintendo and VCRs in their hands ...they have this sense of absolute entitlement of being fascinated by everything that you are saying. You lose them very quickly if you are not making this somehow entertaining. You have to have this

component that catches them."

But if lower level courses are kept alive by a kind of teaching style in which the professor is the "sole entertainer" and the students participate as "spectators," then there will be little room for concern and involvement. The "experiment in consciousness raising" becomes harder if the assumption is that students are not motivated. However, if the personal experiences of the students and their life situations are to be taken into consideration then time, teaching strategies and appropriate learning activities are needed. Lack of time on the part of both students and faculty, the faculty work load of teaching, research and service and the obligations to the procedures of the University restrict all teaching activity but they also have a specific impact on Women's Studies.

Although undergraduate teaching is the central element in Towson State's mission, the University can provide only limited formal opportunities for faculty to get to know their students. At a metropolitan university like Towson State the only real opportunities for learning about the lives and experiences of students is during classes and office hours. History professor, Cindy Himes, who regularly teaches Women's Studies courses explained:

> "If Towson students were demanding and wanted to see us as much as students should be able to see professors, the whole place would have to shut down. It runs on the assumption that students do not spend time in professors' offices."

Professor Himes feels that time constraints also hinder creative teaching activities because there is little time to work out alternative teaching and learning methods.

> "It's hard to find time to spend on teaching and teaching methodology here because we have so many different kinds of duties to really spend a lot of time thinking about teaching. Trying to react on a day-to-day basis is difficult."

Time also presents a problem when grading the work of a student. Faculty cannot talk extensively with students about their individual learning problems and the traditional assessment system does not take into account special difficulties or crises of female students.

Friedman (1985) and Culley (1985) [19] explain that the issue of authority and power in feminist teaching is also fundamental problem. One Towson professor told of both her departmental colleagues and her students doubting her authority.

> "Anything I have done for Women's Studies gets no credit [within the department], none whatsoever...It's like these husbands who let their wives work as long as they get dinner on the table. I can do my Women's Studies courses as long as it doesn't interfere with anything else. But actually, as a matter of fact, they don't expect too much from me anyway."

She perceived the students' lesser respect for her authority primarily because of her sex. To test this she questioned a class on the form of address they use when speaking to faculty members. As a rule they said that they address male faculty members as "Doctor" but they only do that with female faculty when they are sure that the woman really does have a doctorate. If students are socialized to expect certain gender roles, then they may not see female faculty in their capacity as scholars.

In this ambivalent situation the idea of the Women's Studies faculty serving as role models was met with skepticism:

> "I don't like the idea of being a role model. I see myself as being a representative of a particular kind of person that students should be exposed to but other types of people can be as valuable in terms of experience."

> "Sometimes I notice that the students see me that way. Most of my students...not necessarily my Women's Studies students...really are planning lives much different from any life that I would see myself living. But as a model of somebody who has achieved a...very small place in the public world and can do so without losing sight of some of these issues, yes. Sometimes students do find this helpful."

> "I hate the idea of role models...I would hate to see my students make the same mistakes I made. Their lives are different, their choices are different, their options are different, the world is different. The students I have--especially in my upper level classes--have a very different sense of themselves than I had when I went to college. And so, I want them to be able to decide for themselves."

Judy Beris who for many years was the only faculty member with an appointment specifically in Women's Studies at Towson felt that the danger of role modeling is that students might get the impression that it would be possible to eliminate discrimination against women by becoming a superwoman. Then when they experienced first-hand discrimination or oppression, they would accuse themselves of not being able to live up to the image of the role model because of their own personal inadequacies. In effect they would consider themselves to be the cause of

the inequality they experienced.

This is exactly the inequality that Women's Studies faculty and the Women's Movement, knowing that the personal is political, want to combat. For this reason, the contents in Women's Studies are less oriented to achievers--"women who have made it"--but rather to women's unequal position in the world.

When this inequality becomes clear to students then faculty members must deal with their reactions. In the classroom there is the resistance to the content and ideas presented. During office hours the Women's Studies faculty must deal with individual problems which arise because of the topics covered in the course. Although many Women's Studies faculty members do not feel competent when advising on personal problems such as boyfriends, a violent husband or father, or unresolved experiences such as rape and do not think it is part of their job, they do feel an obligation to help female students who are often only confronted with their difficulties because of the Women's Studies course.

> "Sometimes you can uncover this really damaging stuff. I had a student who realized in the middle of my class when we were talking about sex role socialization and Barbie dolls...that her father had raped her when she was a little girl. And she just collapsed...she came back into my office in the five minute break between classes and said, 'Can I talk to you?' bursting into tears. I had another class in five minutes. I did not know what to do. She said, 'I just realized my father raped me.' ...Well, I had to go to my next class, but I got her back..."

Although such cases are unusual, they highlight the difficulties of faculty who lack the time, the place and the competence to deal with the personal issues that can surface in Women's Studies classes. Female students will turn first to the person who caused their crisis and seldom look for groups outside the university that are organized to help or effect change. The fact that the majority of students do not see the necessity for engagement and solidarity or even reject it, can make teaching more difficult in a program which strives for active participation in the processes of change in society.

Methods of feminist pedagogy must be put in place and stressed. Shrewsbury's (1987)[20] elements of empowerment, community and leadership combined together with Schniedewind's (1983) [21] action component constitute the sociopolitical content of Women's Studies. It is this last component that is often missing when Women's Studies is institutionalized and feminism is only

"academic." When feminism is only theoretical, contradictions in women's lives are understood to be changeable but real change is seldom strived for. When female students are confronted with feminist contents, previously repressed conflicts arise, painful experiences are reawakened, dissatisfaction and fear are articulated but the concrete ways and means to direct these emotions into constructive processes of change may not shown. Faculty who use action orientation can help to let students recognize their subjective interests which form the basis of a solidary approach. Students learn by acting themselves. They can explore ways to explain their concern, work out concrete forms of action, devise change mechanisms and produce action products. Where action is incorporated into the classroom then learning is more than just a confrontation with feminism, it creates positive change as a result of the action process and helps students see that striving for individual and sociopolitical change is possible.[22]

Sociopolitical backlashes increase the degree of frustration and contribute to increased "feminist anger" in the faculty, who like the students need to constructively work out the problems and emotions that arise. Although teaching experiences are compared from time to time among the Women's Studies faculty at Towson State and specific problems jointly worked on such as the problems with the introductory course, "Women in Perspective," there seemed to be never enough time to develop collective coping strategies.

The place of the part-time faculty members is also hard. A mentoring system is now in place for new faculty who teach many of the introductory courses so that the frustrations of teaching with a feminist dynamic a large class with a lot of men can be sustained with less difficulty. The previous teaching experience of the mentor will be used to integrate the part-time faculty member into the Women's Studies Program. The Program has to support its own faculty with recognition and support for the difficult course work and for the individuals who are somewhat isolated and disadvantaged by their part-time status and exclusion from some parts of University life.

THE CURRICULUM TRANSFORMATION PROJECTS

Projects for Curriculum Transformation originated during the 1980s because there was a realization that Women's Studies in isolation would have very little influence on teaching in the traditional disciplines. Faculty committed to Women's Studies were not content to have a female author mentioned or a discussion of the fight for women's voting rights added into a course. Curriculum Transformation took as its goal changing the whole offering of higher education courses in regard to their content, methodology, didactics and scholarly approach. Professor Sara Coulter, a co-initiator of the Curriculum Transformation projects at Towson State University defines them aptly:

> "Curriculum Transformation is what lets the rest of the university understand what Women's Studies is about."

A transformed course meets the demands for pluralism and interdisciplinarity; it makes use of the analysis categories of sex, class and race and does not understand knowledge as a static, objective construction; it relates learning experiences and the learning process into the contents of the course and reveals the goals of the course work.[23]

Curriculum Transformation projects offer faculty members from the various disciplines a chance to further their education. They expose faculty to theories and contents of feminist research, show alternative methods of imparting knowledge, help change teaching behaviors, aid in developing new transformed course syllabi and test practical applications.

The award of the grant from the Fund for the Improvement of Post-Secondary Education (FIPSE) to Towson State University in 1983 enabled the Women's Studies Faculty to set up a Curriculum Transformation Project in the University which lasted three years. For five semesters, 77 faculty members (50% of whom were male) from various disciplines in the liberal arts took part in different workshops and drew up 30 new course syllabi which were then used in classes. Participation in the late afternoon seminars was made possible by providing release time from teaching for those involved. The sessions were prepared and led by members of the Women's Studies faculty.

One male participant who was initially skeptical of the American Literature workshop wrote much later:

> "There were plenty of vigorous (to use about as genteel a term as I can find) sessions, particularly when we brought in our syllabi and were challenged to defend our choices of writers and the time we spent on each of them. ...It was a heady experience. The best thing about it was that it forced me to refocus on scholarship...I did papers for the workshop itself on writers like Mary Boykin Chesnut and Elizabeth Madox Roberts--writers I had always wanted to study more in detail but never allowed myself the time to study...I won't say my syllabi have changed dramatically, but I will say that what I teach I teach with a different approach and a different attitude...My favorite example of the new approach is my modification of lectures on Post-World War I pessimism. I tell my classes now that while I used to say that the Western world fell into a deep pessimism following the Great War, my experience in the Women's Studies Mainstreaming Workshop impressed upon me that for American and British women, at least, there was a decided atmosphere of hope, occasioned in particular by the acquisition of the right to vote in both countries. ...So all in all, while they came late in very busy days, and while they occasioned more than a little shouting back and forth,...and while more than a few dinners got even more burned than I did, I am happy I took part in those workshops. I think all the others in the American Lit workshop would say about the same. And it would be the first time we'd agreed on anything..."[24]

Another English Professor, John Gissandanner, echoed the value of the Curriculum Transformation Project in expanding his own scholarship and providing an "opportunity for a more systematic way of correcting important gaps" in his professional training.

> "Women's Studies had not been part of my undergraduate or graduate education, but I had included women writers in my courses out of my own interest. Whatever research I had done to prepare myself had been piecemeal...
> Over the course of the following six semesters, meeting with other English Department faculty, and with Dr. Hedges as facilitator, we were kept very busy in the appraisal of an enormous body of older and more recent criticism on women; we debated the validity of the traditional literary canon and discussed the issue of what male writers would be taken from our syllabi in order to make room for women, given the limited time constraints in a semester; we examined a great many syllabi which reflected curriculum transformation, and read an almost overwhelming number of essays and articles which treated the issues we were debating in the workshops...While I must say that my participation in the workshops was a time of no little stress...I also found enormous satisfaction in being better prepared when I went into the classroom."[25]

The Women's Studies faculty who prepared the materials for these workshops, conducted them, arranged for outside speakers, and were responsible for evaluating the program for the FIPSE grant also found it as stressful period. To a certain degree it meant that the continued development of the Women's Studies program had to be "neglected" in order to familiarize and involve many more faculty with new feminist scholarship and acquaint them with the issues and methodological challenges involved. The other faculty needed time to learn to question assumptions in traditional approaches to scholarship and work on new pedagogical techniques and this required the continual presence and efforts of the Women's Studies core faculty. In addition to the faculty workshops, four conferences were held on the feminist scholarship in different disciplines. Project results were documented and published [26] and a newsletter, "Revisions" was circulated. In retrospect the faculty involved found the three year project very successful but very energy consuming.

To capitalize on the lessons and strategies that had been learned during the Curriculum Transformation Project at Towson and to bring the ideas of integrating the new research and perspectives from Women's Studies into more courses in higher education the project leaders, Professor Hedges and Professor Coulter, wrote another proposal for FIPSE grant funding. Maryland has a large number of community colleges serving the residents of the state. Two-thirds of 1992 Maryland high school graduates who went to college in Maryland attended a community college during their first year in college.[27] The community colleges provide not only specialized technical and vocation training programs but also provide two years of higher education courses which enable students to transfer to four-year colleges with their Associate Arts degree. A major premise in the Maryland public higher education is that a student should be able to progress from one segment of higher education to another without loss of time or unnecessary duplication of effort. To ensure this the Maryland Higher Education Commission adopted a policy to ensure that a student from a community college who intends to complete a baccalaureate degree is able to transfer to a baccalaureate degree granting state institution without loss of credit or unnecessary duplication of course content. In effect this means that credit earned at any public institution of higher education is transferable to any other public institution of higher education and if the student has completed a community college Associate Degree then Towson will give the student

credit for having met the lower level GURs and other successfully completed courses at the time of the transfer. Because a large number of students begin work after finishing a community college program and because Towson State University has an increasing influx of these students who transfer to complete their undergraduate education at Towson, the grant was written to enable curriculum transformation at participating community colleges. There was a perceived need to introduce curricular feminist revisions into these institutions which provided introductory higher education to this large segment of students which included large numbers of women and minorities. The grant was written and funded by FIPSE to address this need.

In 1986/87 work began with ten Maryland community colleges and in 1988 to 1990 it was continued with five community colleges: Anne Arundel Community College, Baltimore Community College, Catonsville Community College, Montgomery Community College and Prince George's Community College. In the initial phases of the projects the cooperating faculty of the community colleges worked with the Towson State Women's Studies faculty to assess their needs for Curriculum Transformation. Then the actual Curriculum Transformation workshops and seminars were conducted on a rotating basis at the community colleges for three semesters by the participating community college faculty. Professors Hedges and Coulter prepared and coordinated the project in regard to content. In total, 45 faculty members from the Community Colleges took part in the five discipline-centered workshops to examine a selection of the new scholarship on women in their disciplines and to revise and teach the course they selected for change. The community colleges provided their faculty with at least three hours released time to participate in the project and each campus and each workshop had a coordinator.[28]

Continuous assessment of the Curriculum Transformation projects both at Towson State University and at the community colleges indicated the effectiveness of the projects.[29] A pre and post interview study show that prior to their participation in the Towson State FIPSE workshops 79% of the faculty assessed their course work in levels 1, 2 or 3 of the Schuster/VanDyne model.[30]

These levels are:

Level 1: Women are not taken into consideration

Level 2: The search for "great" unappreciated women

Level 3: Women as victims of discrimination and oppression

Level 4: Analysis of the female world of life and experience

Level 5: Questioning scientific paradigms

Level 6: Pluralism, interdisciplinarity, analysis based on the categories of sex, class, race

After participation in the FIPSE workshops only 38% of the faculty at Towson State assessed their course work at the first three levels indicating a clear shift to levels 4, 5, and 6.

> "Participation in the project changed the faculty participants' perspectives on how the scholarship on women should be viewed. It moved most participants from an orientation that sees women as members of a disadvantaged and subordinate group to a focus of studying the experiences of women and toward reorienting disciplinary knowledge to incorporate the experiences of women."[31]

A questionnaire study of the 45 participants in the community college project showed that the faculty at these institutions changed their personal awareness as a direct result of their work in the project and did strive to revise their course contents. A further pre and post questionnaire study on the methods for planning courses showed that after participating in the workshops they did change their criteria for planning their courses.

> "...faculty participants became more oriented toward making the content of their courses explore contemporary social issues, help students clarify their beliefs and values, and encourage student to examine diverse views. The workshops also encouraged faculty participants to increase their own self-direction and autonomy in planning course content."[32]

Towson's Curriculum Transformation projects can be judged successful in that they have reached many faculty members and encouraged and enabled them to study and learn the new scholarship on women in their disciplines and to incorporate this scholarship into their courses. The cumulative effect of these efforts created significant institutional change at Towson State University and in the community colleges of Maryland.

Since 1980 over 200 mainstreaming or transformation of the curriculum projects have been infusing feminist scholarship into a wide range of courses. Most of these projects like the FIPSE

grant at Towson State University have been sponsored by internal and external grants as "faculty development". The essential element of these projects has been the Women's Studies faculty. Their intense dialogues with other departments is what transforms the knowledge base.

The creation of the Institute for Teaching and Research on Women at Towson State University extended the impact of Curriculum Transformation at Towson and at other institutions of higher learning. The expertise and leadership gained at Towson by the FIPSE projects led to the award of a grant by the Ford Foundation to ITROW for the start of a National Clearinghouse for Curriculum Transformation Resources. ITROW recognized that the years of work in curriculum transformation had produced a vast array of resources and experiences which was not always self-evident to individuals or institutions who wanted to include more material by and about women into courses. The Clearinghouse selects and updates materials which reflect the continually evolving scholarship on women and catalog for paper and computer access:

* Bibliographies
* Project models
* Analyses of central issues in curriculum transformation work
* Manuals on how to start a project, locate funding, evaluate the project and deal with resistance
* Lists of prior projects
* Lists of consultants
* Revised syllabi
* Disciplinary critiques and contributions
* Steps in curriculum transformation [33]

The resources of the Center are organized both by discipline and according to concepts central to the new scholarship on women, such as the social construction of gender, issues of difference versus equality, diversity and feminist pedagogy. This latest project at Towson State

University synthesizes the curriculum transformation work being done throughout the country and provides feminist international insights of how gender, race, class, ethnicity and sexual orientation operate and intersect.

Because of Towson State's experience and resources with promoting curriculum integration of scholarship on women, the Institute for Teaching and Research on Women receives requests from a variety of institutions for information and assistance. ITROW has sponsored presentations and workshops to Austin-Peay State University, Keene State College, Lehigh University, Mansfield University, Montgomery College, the Park School in Baltimore, West Chester University and other colleges and universities.

APPENDIX A

UNIVERSITÄT OLDENBURG AMMERLÄNDER HEERSTR. 114-118 D-2900 OLDENBURG

Universität Oldenburg

Der Präsident
Center for U.S. and Canadian
Higher Education

Dear Colleagues:

I am currently engaged in a research project that deals with Women's Studies programs and Curriculum Transformation projects in the U.S. and their implications for German higher education.

The project was developed within the scope of my work in the Center for U.S. and Canadian Higher Education at the Universität Oldenburg, West Germany, and is designed as my doctoral dissertation. Parts of the project have a special emphasis on the Women's Studies program at Towson State University.

Through the questionnaire which you will find attached, I hope to gain more information on the institutional impact of TSU's Women's Studies program and on the campus climate for women at Towson.

The results should help me to understand aspects of Women's Studies and of women in academe in the U.S. more fully and provide information that will be useful for strategies to improve the status of women in higher education in West Germany.

I shall be most grateful if you can contribute to the research project by filling out the questionnaire.

I appreciate your efforts and thank you for your cooperation.

Sincerely,

Rita Kurth

Rita Kurth
Center for U.S. and Canadian
Higher Education, Universitat Oldenburg

QUESTIONNAIRE

1. WHAT IS YOUR RANK?

a. Full professor (__)
b. Associate professor (__)
c. Assistant professor (__)
d. Lecturer, instructor (__)
e. Other:_____ (__)

2. WHAT IS YOUR STATUS?

a. Full time (__)
b. Part time contractual (__)
c. Regular part time (__)

3. HOW LONG HAVE YOU TAUGHT HERE?

a. 1-5 years (__)
b. 6-10 years (__)
c. More than 10 years (__)

4. WHAT IS YOUR PROFESSIONAL RELATIONSHIP TO WOMEN'S STUDIES AT TSU?

a. I regularly teach courses within the HEGIS code WMST (__)
b. I regularly offer courses within my department that also carry WMST credit (__)
c. I occasionally offer courses within my department that also carry WMST credit (__)
d. I offer a course that does not carry WMST credit but does importantly deal with gender issues (__)
e. I am engaged in other forms of feminist teaching and learning (please explain)_____ (__)
_____
f. I am personally interested but professionally not involved because (please explain)_____ (__)
_____
g. I am not involved at all (__)

5. HOW DID YOU LEARN ABOUT WOMEN'S STUDIES AT TSU?

a. The University catalog and/or other campus media (__)
b. Women's Studies brochures, newsletters, and other publications (__)
c. Talking to Women's Studies students (__)
d. Talking to Women's Studies faculty (__)
e. Conferences, workshops, etc. organized by Women's Studies (__)
f. Curriculum Transformation Project (FIPSE) (__)
g. Committee work and/or other departmental duties (__)
h. Own scholarly activity (__)
i. Other (please explain)_____ (__)
_____
j. Not very familiar with Women's Studies at TSU (__)

6. PLEASE DEFINE BRIEFLY WHAT "WOMEN'S STUDIES" MEANS TO YOU:

_____

_____

_____

_____

_____

7. LISTED BELOW ARE SOME GENERAL GOALS THAT ARE SAID TO BE ACHIEVED THROUGH THE WOMEN'S STUDIES MOVEMENT. PLEASE CHECK WHICH YOU THINK CAN BE ACHIEVED/CANNOT BE ACHIEVED THROUGH THE WOMEN'S STUDIES PROGRAM AT TSU:

		can be achieved	cannot be achieved
a.	Add to existing knowledge about women	(__)	(__)
b.	Offer role models for students	(__)	(__)
c.	Question existing scientific paradigms and challenge traditional scholarship	(__)	(__)
d.	Create interdisciplinarity	(__)	(__)
e.	Use and interrelate gender, class, and race as categories of analysis	(__)	(__)
f.	Create a supportive atmosphere for women and increase awareness for gender concerns on the campus	(__)	(__)
g.	Change attitudes and thinking of males	(__)	(__)
h.	Improve classroom climate (alternative teaching and learning methods, student-teacher relationship, etc.)	(__)	(__)
i.	Offer perspectives that may help students in their careers	(__)	(__)
j.	Address problems and concerns of women outside academe	(__)	(__)

8. WHICH OF THE GOALS ABOVE DO YOU PERSONALLY CONSIDER TO BE THE THREE IMPORTANT ONES?

Goal 1 _____ Goal 2 _____ Goal 3 _____

Other goals not mentioned which you consider to be important:

_____

_____

_____

_____

9. INDICATE YOUR SENSE OF THE LEVEL OF SUPPORT FOR WOMEN'S STUDIES AT TSU IN THE FOLLOWING AREAS:

		sufficient	not sufficient	I don't know
a.	Curriculum and teaching (gaining acceptance and support for new courses, new teaching methods, alternative course designs, etc.)	(__)	(__)	(__)
b.	Research (acknowledging and supporting research on gender issues, valuing feminist scholarship, etc.)	(__)	(__)	(__)
c.	Facilities (office rooms, etc.)	(__)	(__)	(__)
d.	Financial support	(__)	(__)	(__)
e.	Administrative support	(__)	(__)	(__)
f.	Hiring more Women's Studies faculty	(__)	(__)	(__)
g.	Academic status among the other disciplines	(__)	(__)	(__)
h.	Other (please explain)_____			

_____

_____

10. WHAT DO YOU SEE AS THE BEST FUTURE FOR WOMEN'S STUDIES AT TSU?

The Women's Studies program should:

a.	remain as it is	(__)
b.	expand its course offerings	(__)
c.	reduce its course offerings	(__)
d.	become an independent department	(__)
e.	concentrate on curriculum transformation	(__)
f.	don't know	(__)
g.	Other (please explain) _____	
	_____	(__)

THE FOLLOWING THREE QUESTIONS RELATE TO THE CAMPUS CLIMATE FOR WOMEN AT TSU (designed after: "Relating With Colleagues: A Questionnaire for Faculty Members," Project on the Status and Education of Women, June 1989).

11. PLEASE CHECK THE 'BOX' THAT BEST REFLECTS YOUR OPINION ABOUT THIS INSTITUTION (TSU).

		Agree	Uncertain	Disagree
a.	The campus media give equal coverage to women's activities and issues of concern to women.	(__)	(__)	(__)
b.	My department demonstrates sensitivity to gender concerns.	(__)	(__)	(__)
c.	Affirmative action regulations are successfully implemented and work to the benefit of women.	(__)	(__)	(__)
d.	Women don't have access to the informal network of professional opportunities, services, etc. of male academic culture.	(__)	(__)	(__)

12. HOW WOULD YOU CHARACTERIZE THE CURRENT CLIMATE FOR WOMEN ON THIS CAMPUS (TSU)?

		Yes	Somewhat	No	No Opinion
a.	Supportive in general	(__)	(__)	(__)	(__)
b.	Varies among different areas of work	(__)	(__)	(__)	(__)
c.	Improved in recent years	(__)	(__)	(__)	(__)
d.	Worsened in recent years	(__)	(__)	(__)	(__)

13. FOLLOWING ARE LISTED SOME BEHAVIORS THAT MIGHT OCCUR BETWEEN MALE AND FEMALE COLLEAGUES. HAVE YOU EXPERIENCED ANY OF THE FOLLOWING AT TSU?

		Never	Sometimes	Often	Have observed it
a.	Sexist language, humor, comments	(__)	(__)	(__)	(__)
b.	Persistent emphasis on sexuality	(__)	(__)	(__)	(__)
c.	Body language or physical contact you consider inappropriate	(__)	(__)	(__)	(__)
d.	Attempts to establish a sexual relationship despite discouragement	(__)	(__)	(__)	(__)
e.	Not taking women as seriously as men	(__)	(__)	(__)	(__)
f.	Expecting women to behave in stereotyped ways	(__)	(__)	(__)	(__)
g.	Expressing derogatory beliefs about women	(__)	(__)	(__)	(__)
h.	Denigrating colleagues who support improvements in women's status	(__)	(__)	(__)	(__)
i.	Devaluing women's professional activities	(__)	(__)	(__)	(__)
j.	Different standards in assigning men's and women's committee work, schedules, and departmental duties	(__)	(__)	(__)	(__)
k.	Belittling or devaluing feminist scholarship	(__)	(__)	(__)	(__)

14. What department are you affiliated with?_____

15. PLEASE USE SPACE BELOW FOR ADDITIONAL COMMENTS OR IDEAS, TO GIVE REACTIONS TO THE QUESTIONNAIRE, OR TO DESCRIBE ANY RELATED INFORMATION YOU WOULD LIKE TO SHARE.

Thank you for filling out the questionnaire.

ENDNOTES

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